

HARLOW COLLEGE FURTHER EDUCATION CORPORATION

STANDARDS AND CURRICULUM COMMITTEE

Minutes of the meeting held on Tuesday 18 June 2019

Membership:	*L Laycock (Chair) *S Adamopoulos J Bouffler R Bristow G Onyesoh
*denotes present	*K Spencer
In attendance	B Jones, Vice-Principal P Whitehead, Vice-Principal K Edwards, Director of Quality G Peachey, Quality Implementation Manager D Sheridan, Clerk to the Corporation R Lucas, Deputy Clerk to the Corporation

647 Apologies for Absence

Apologies for absence were received and accepted from J Bouffler, R Bristow and G Onyesoh.

648 Declarations of Interest

There were no declarations of interest in addition to those previously declared.

649 Minutes of the Previous Meeting

The minutes the Standards and Curriculum Committee meeting held on 06 March 2019 were agreed as an accurate record of the meeting.

650 Matters Arising from the Minutes (not mentioned elsewhere on the agenda)

650.1 Work Experience Policy (minute 641 refers)

P Whitehead confirmed that the Work Experience Policy had been updated following the Standards and Curriculum meeting held on 06 March 2019.

650.2 Governance (minute 643 refers)

The Standards and Curriculum Committee was informed that a useful meeting had taken place with L Laycock and B Jones focusing on the format of the QIP and KPIs.

651 English and Maths

The Standards and Curriculum Committee received and considered the report on English and Maths, presented by P Whitehead, Vice-Principal.

P Whitehead reported that significant proportion of learners in 2017/18 were unable to

make the progress within these measures based on their enrolment data. In 2017/18 this was 32% for maths and 25% for English. The College has changed its strategy for 2018/19 and enrolled all learners with Grade 2s as well as Grade 3s onto GCSE which has significantly reduced these figures to 2% for maths and 3% for English.

P Whitehead explained how the points as calculated for English and maths and that predictions had not yet been made for performance measure outcomes for the current academic year.

Responding to a question about exam attendance, P Whitehead confirmed attendance at the November and June exams was mid to high 80%, with those not attending being followed up.

L Laycock asked how confident the College is that results will improve. K Spencer and P Whitehead reported that the position has broadly stayed the same and November results were in line with the previous November results; however this equates to an improvement in results as more students entered the exams this year.

P Whitehead highlighted the 2020 performance tables and future points and explained that entry level has been separated out and functional skills has increased by 0.5 points to be worth 3.5 points. P Whitehead confirmed that the changes in points has no major impact on the College.

The change to the condition of funding for 2019/20 was explained to Governors. Students who have achieved a Level 2 in functional skills will no longer required to go onto a GCSE course. This allows the College to deliver a more coherent approach. The strategy is to look at the destinations and outcomes for learners in each team and where relevant functional skills will be offered rather than GCSE. Governors noted that there is risk associated with this approach as functional skills is a straight pass / fail, whereas any grade at GCSE is counted as achievement. The functional skills qualifications are being reformed, therefore they will be new qualifications.

B Jones reported that students with a Grade 3 resitting GCSE would do so in November however those with a Grade 2 would not resit until June. B Jones further reported that the English and maths team is now more established and the central team will also deliver functional skills.

The Standards and Curriculum Committee noted the report on English and maths and endorsed the College's new strategy, highlighting that the College is putting the student first and doing what is best for them educationally and was confident that the College has strong evidence for adopting this approach.

652 Quality Improvement Plan and Post Inspection Action Plan

The Standards and Curriculum Committee received and considered the report on the Quality Improvement Plan (QIP) and Post Inspection Action Plan, presented by B Jones, Vice-Principal.

B Jones reported that the actions resulting from the January 2019 Ofsted inspection have been combined with the QIP and provided an update on the areas within the QIP as follows:

Outcomes for Learners on Study Programmes:

An overall update on the current position was provided and Governors noted that three-year trend data will be added in once the data has been finalised for the year. Predicted outcomes were highlighted and Governors noted that the College is on track to achieve the targets set.

Governors noted that action point 1.6 is an action from the Ofsted inspection around target setting for teaching staff and that differentiation and challenge will be the focus of an upcoming staff development day. B Jones also reported that all quality processes are being looked at and reviewed.

English and Maths:

Governors noted that class attendance continues to be a challenge, with it being sporadic and not linked to a specific individual group of learners. Some learners have become disengaged, however attendance is high in classes where the individual teachers are consistent in their approach.

L Laycock highlighted that the College's overall attendance rate is 89% however there is a 20% drop in this attendance rate for English and maths. K Spencer reported that overall attendance is always higher, however L Laycock highlighted that attendance should be addressed from the start of the academic year. B Jones reported that each academy will have day where all their students are studying English and maths and that the core team will work in close collaboration with the central team. K Spencer reported that non-attending students are constantly chased from the start and P Whitehead reported that it is critical that the students are enrolled on the right courses and confirmed that students are streamed on entry. P Whitehead also reported that the central team is more established with staff and additional resources have been brought in which are taking time to embed. Governors acknowledged that they understood the issues and putting resources in was key.

B Jones presented the analysis from the November resits and L Laycock asked what is expected for resits. B Jones reported that an improvement on the previous year's rate was expected and that the current year has more students enrolled, therefore if the rate stays the same, more students will have gained the qualification.

The different strategy for functional skills was highlighted. The College is in a positive position moving forward and a revision block is scheduled in June to allow as many students as possible to sit the exams before the end of the academic year.

Teaching, Learning and Assessment:

K Edwards and G Peachey gave a presentation to the Committee on work the Quality Team is undertaking in relation to teaching, learning and assessment. A new health check dashboard has been created which will be completed on a termly basis by all teams and presented to the Quality Team and Head of Academy. From this team actions will be set.

Governors raised questions around the team target and asked how they had been set. It was agreed that having zero as a target is counter-intuitive and that the targets are difficult to follow in their present format. Governors requested that the team data and team target column target be swapped around and the team target column not be

coloured in black. Governors were informed that the status column could be split further into silver and bronze as well as gold and action required. K Spencer highlighted that teams achieving the average in English and maths cannot be graded as silver as average is not good enough.

L Laycock asked who populates the health check and it was reported that the system developers are working on it.

G Peachey reported that the comments section would be completed with hints and tips from the Executive however the Committee believed that the comments need to be team specific and a two-way conversation, therefore the comments and action boxes should be completed by the manager responsible for the area.

L Laycock asked if the targets are the same for each team. It was reported that some targets are generic and set at the start of the year, however some are team specific. L Laycock asked what happens if teams are at target and G Peachey reported that teams would be pushed to achieve over and above the targets.

The four tier reporting process was explained and discussed. A top level report will be presented to Governors and K Spencer suggested Head of Academies be invited to present their area's data. It was reported that this has previously been done at team level and staff value the meetings going through their data. Governors asked for the Executive and Director levels to be made clearer.

The Committee requested that equality impact measures and differentiation be added in, along with a review by funding stream.

A detailed discussion was held around amalgamating the data for each Academy however Governors reported that this would generate more questions and that team level data would be required by Governors along with an overall summary.

The anticipated impacts of the health checks were highlighted and L Laycock asked if there was any reward or incentive for teams. This is something that could be looked at as part of the staff awards. It was reported that the health checks are ensuring teams reflect on their data and develop actions that are to be included in the team's QIP and acknowledged that work needs to be undertaken with teams to help identify smart actions and targets.

An update on walkthroughs was provided to Governors and Governors noted that the judgements have been changed following Ofsted and that the walkthrough process is a rolling process for every staff member, but not for every subject taught by that member of staff.

The College's walkthrough data was highlighted and L Laycock asked what the criteria is for achieving "best practice". It was reported that this was part of the Power of 3 process and agreed that a summary should be presented to the Standards and Curriculum Committee. Governors noted that the Power of 3 cycle ties in with the appraisal cycle and runs by calendar year due to the trial taking place in September to December. L Laycock asked if the walkthrough identifies an issue, does the Power of 3 take place sooner. It was confirmed that it would not however the AAM would be made aware of issues arising from the walkthroughs.

The data on staff development items was presented and Governors noted that all staff are encouraged to formally log their CPD and that staff development days are now themed. Governors felt that some of the labels in the graph were difficult to follow. Governors were informed that the College is reviewing its approach to initial teacher training.

The Standards and Curriculum Committee noted the summaries from the other areas of the QIP and were informed that the format of the QIP is being reviewed and refreshed.

L Laycock asked what the next steps in the process are. A reflective day for all teams is planned for 19 August 2019 and this will feed into the health checks. From this team QIPs and the College-wide QIP will be produced. This will then be presented to Governors for validation and the Committee confirmed that they would be content to look at QIPs at team level.

The Standards and Curriculum Committee noted the report on the Quality Improvement Plan and the Post Inspection Action Plan.

653 Higher Education Update

653.1 HE Quality Assurance

The Standards and Curriculum Committee received an update on HE quality assurance and considered the HE Quality Improvement Development Plan 2018-19, presented by B Jones, Vice-Principal.

B Jones reported that a review of the development plan has been undertaken and Governors noted that the final two courses with ARU are coming to an end this academic year and the College has its own small higher national provision. Governors were informed that in order to help with student recruitment, the College bought into the UCAS programme which enabled the College to offer places through clearing. No improvement in numbers were seen as a result of this. There is a focus in the College on internal progression onto higher national courses and it was reported that progress for HNCs to HNDs is poor. This has an impact on the College's continuation rate and the College is penalised for this by the Office for Students.

It was reported that retention is good however there have been some challenges around credit levels when students are progressing from the College's provision to ARU top-ups.

A sports science pathway is being considered as a new offer by the College.

B Jones highlighted the breakdown of the MES scores and Governors were informed that there has been a decline in response rates and overall satisfaction and the College is chasing those who have not yet responded.

B Jones highlighted the NSS breakdown and reported that the College was waiting for data from ARU. There has not been such a high response rate as the previous year as last year there was only a small number of eligible students, therefore a 100% response rate was easy to achieve.

A discussion was held around the continuing HE delivery and L Laycock asked about internal progression from Level 3 to Level 4. B Jones confirmed that there is internal progression and the College will be focus on this. A progression day for College students is being explored however K Spencer recommended an annual HE and Apprenticeship fair in November which would be mandated for all Level 3 students.

The admissions data is to be published for the Office for Students and the College is ensuring it meets its statutory duty.

Staff CPD is continuing and complies with published guidance.

L Laycock asked if the health checks presented in the previous agenda item would be undertaken with HE teams. B Jones confirmed that they will take place as the health checks will be divided by funding stream.

The Standards and Curriculum Committee noted the update on HE quality assurance.

653.2 HE Policies

The Standards and Curriculum Committee received and reviewed the following HE policies, presented by B Jones, Vice-Principal:

- Academic Misconduct Policy 2019-2021.
- HE Student Recruitment, Selection and Admissions Policy 2019-2021.
- HE Student Engagement Policy 2019-2021.
- HE Teaching, Learning and Assessment Policy 2019-2021.
- OfS Access and Participation Statement

The Committee reviewed the proposed changes to the policies and suggested that the HE Teaching, Learning and Assessment Policy be changed to Learning, Teaching and Assessment Policy to bring it in line with other College policies and noted that the data had been updated in the OfS Access and Participation Statement.

The Standards and Curriculum Committee approved the following policies for the next two academic years:

- Academic Misconduct Policy 2019-2021.
- HE Student Recruitment, Selection and Admissions Policy 2019-2021.
- HE Student Engagement Policy 2019-2021.
- HE Teaching, Learning and Assessment Policy 2019-2021

and approved the OfS Access and Participation Statement for the forthcoming academic year.

654 Learner Voice

The Standards and Curriculum Committee received and considered the report on Learner Voice, presented by B Jones, Vice-Principal.

B Jones reported that the College has been reviewing its learner voice processes and a meeting was held with a group of students. The group reported that local issues are resolved well however issues at Academy level are not as effectively resolved.

A change in approach to student surveys is being implemented, with focused questions being asked at three key points throughout the year. Questions would be asked after enrolment and induction, mid-year and at year-end. Focus questions online would be published on the Qube, one question at a time, such as “what do you think about X?” This could be rolled out on student i-Pads or via text messages.

Student Governors and Ambassadors will be more involved in the process and are looking to offer a drop-in ambassador service.

The Standards and Curriculum noted the report on Learner Voice.

655 Any Other Business

P Whitehead reported that an internal audit on curriculum planning had been undertaken. The College’s strategy to date is to present any significant curriculum changes to the Standards and Curriculum Committee however internal audit are recommending that any changes to the curriculum offered is approved by the Committee.

A discussion was held around this and the Standards and Curriculum Committee agreed that only significant changes to the curriculum needs Committee approval.

656 Dates of Future Meetings, Terms of Reference and Calendar of Business

The Standards and Curriculum Committee received and reviewed the Calendar of Meetings, the Committee’s Terms of Reference and the Committee’s Calendar of Business.

A question was raised about the references to the Self-Assessment Report in the Terms of Reference and the Committee’s Business Plan as a report in this format will no longer be produced. It was agreed to change point c from “Self-Assessment Report” to “reports on self-assessment” in the Terms of Reference and on the Committee’s Business Plan.

The Standards and Curriculum Committee agreed to change the meeting date for June 2020 from 18 June to 25 June and it was agreed that it should be noted on the Calendar of Meetings that the Safeguarding and Health and Safety Committees are not Governing Body meetings.

The Standards and Curriculum Committee approved the Calendar of Meetings, Terms of Reference and Business Plan, subject to the changes outlined above.